

FIGHTING FOR OUR RIGHTS

FFR10

Exploring the ethos of viewing
mental health

Subject/theme:

English

Year Group:

Year 6

Cross curricular links:

PSHE

Learning Objectives:

To explore the ethos of viewing society's view of mental health. Explore appropriate ways of responding to someone's life narrative with mental health difficulties.

Success Criteria:

- All children should be able to contribute to the class discussions regarding Adele's life, and their opinions on society's role towards mental health.
- Most children should be able to successfully write a response to extracts from Adele's transcript.
- Some children will be able to include reasoning in their responses towards the feelings and opinions shared.

Resources:

- Adele's audio and written transcript are available: <http://www.kingstonfightingforour-rights.co.uk/adele-kempton/>
- Information on mental health <https://www.nhs.uk/livewell/mentalhealth/Pages/Mental-healthhome.aspx> and <https://www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx>
- Diary entry template

NC Ref:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Strategies for pupils with specific learning difficulties and disabilities:

- Visuals to aid pupils understanding
- Video clips alongside text
- Discussions in groups (incorporating a more knowledgeable other, and scaffolding)
- Peer support

Role of other adults:

TA will be circling alongside the teacher to ensure all pupils are on task, as well as promoting constructive and positive talk in the classroom.

Standards Related Professional Development Focus:

- Set high expectations which inspire, motivate and challenge pupils
- Demonstrate good subject and curriculum knowledge
- Adapt teaching to respond to the strengths and needs of all pupils
- Fulfil wider professional responsibilities

Implications from previous learning:

- This lesson aims to support children engage with mental health and its history through an individual that experienced it first-hand
- Children will need to be reminded to be respectful to their peers, and that if this topic does highlight some negative emotions in the children for them to be addressed and treated respectfully, and for them to feel safe and comfortable in their environment.
- Links with FFR2, FFR7

LESSON OUTLINE	TIME
<p>Starter</p> <p>Have children come into the classroom and sit on the carpet in front of the board. Mental Health will be written in the centre;</p> <ul style="list-style-type: none">• Who knows what mental health is?• What are some examples of different mental health issues?• Is mental health important?• How can we take care of our mental health? <p>Answers will be documented on the board, scribed by the teacher themselves, questions will be adapted to children's responses.</p> <p>These responses will remain on the board to scaffold the children's writing.</p>	<p>10 minutes</p>
<p>Main Activity</p> <p>A picture of Adele Kempton will come onto the screen, and then this extract will appear</p> <p><i>"I was going up into my bedroom, crying for no reason and this went on for quite a few years of just feeling really sort of isolated and I felt different to the other children at school. A little bit of bullying, probably 'cause I felt different or I maybe acted a bit differently, and it was a really, really hard time"</i></p> <ul style="list-style-type: none">• Teacher will read this aloud, as well as the children being able to read it.• Further discussion will take place regarding the emotions behind this text, whether the pupils think Adele has a healthy mental health or an unhealthy mental health. <p>Display this extract:</p> <p><i>"This job came up at Tolworth Hospital for an art worker, to go on the wards and do art groups and I'm quite artistic, and I just wondered whether I could do it or not and I thought, oh they all know me, I've had these mental health problems; but the job said they wanted someone that had had an experience of mental illness. So I applied for the job and I got the job and I'm still doing it today, which is 11 years next month."</i></p> <ul style="list-style-type: none">• Discussion regarding how the children think it was like for someone working with a mental illness <p>Then present this extract:</p> <p><i>"I think a lot of people think with mental illness, oh I've got a mental illness, I'm not going to work because I'm ill but for me, working actually helps give me a routine and stabilises me. It helps me to function and feel accepted in society but if I didn't work and when I've been ill and</i></p>	<p>40 minutes</p>

I've had to have time off, I've got quite frustrated because I'm bored, so I like to keep myself occupied. So I think the fact is if you've got a mental health condition, you can still do things. It doesn't mean to say that forever you're always going to be in that mental health phase. People get ill for periods or they have an episode of depression or psychosis but they will get better. There is such a thing as recovery and I think that's really important, to look at recovery and being accepted in the community."

Have the children discuss their reactions to this extract in pairs.

- Do you agree or disagree with Adele's opinion on mental health?
- Do you think society accepts individuals struggling with mental health into the community?

Have the children sit back at their tables and write a response to Adele's interview:

- What have you learnt about mental health from Adele?
- How do you feel about Adele working for such a large period of her life with a mental health issue?
- What would you say to someone who was struggling with mental health?

Plenary

- Have children share some of their responses about the guided questions
- Allow time for feedback and discussion from other pupils
- Encourage positive discussions regarding mental health, and support the children with accurate information if there are misunderstandings, also ensure that children feel comfortable and safe in their environment for further discussions if necessary

10 minutes

OPPORTUNITIES FOR AFL

- Feedback from pupil's responses
- Formative assessment on pupils engagement to the extracts
- Formative assessment on pupil's writing abilities and understanding to the topic



Adele Kempton © Adele Kempton